

Fall 8-15-2011

ENG 1001G-032: Composition And Language

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ENG 1001G, Section 032 Composition and Language

Composition I

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Section Information: Composition and Language (ENG-1001G-032)

Coleman Hall 3140 11-11:50 a.m. MWF

Course Description

(3-0-3) Graded (A, B, C, N/C) A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. C1 900R WC Prerequisites & Notes: ENG 1000 or proficiency in basic skills as determined by the English Department. C1 900R Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement. A WebCT general orientation program is also required. Credits: 3

Course Requirements

The keywords for this course could be process and personality. You will learn how to improve your writing through attentiveness to a process--your process. You may subscribe to the myth that writing is a one-shot deal, etched in stone, static. You will think you are finished with your essay only to discover more needs to be done. That means you will be required to revise your essays. We will revise, revise, revise, toward—but short of—perfection. You will also see how through the development of your papers and daily journaling that good writing evolves through stages. Oh yes. We will sneak in some grammar and other mundane lessons along the way. Our use of WebCT will be limited nonetheless a valuable resource. I recommend you sign up for one of the of the WebCT orientations available through CATS (see Web Links). You will need familiarize yourself with WebCT to facilitate navigation using the online tools. I may post assignments, among other items, here. However, you will *not* post your essays on WebCT.

Assignments:

- Four essays:
 - Narrative Essay
 - Descriptive
 - Comparison and Contrast
 - Final Persuasive/research.

Essays will be of varying length and complexity.

- Reading textbook assignments participating in class and team discussions.
- Journaling.
- In-Class exercises.
- Peer Editing—You will be required to assist your classmates in improving the quality of their essays
- Conferences -- Team and one-to-one

▪ Late Assignments

Submitting assignments: All essays will be submitted on paper in class on the due date.

Late assignments: For each day late, your paper will receive a 10 percent deduction. Papers will not be accepted after the third day and will receive a 0.

If you have a legitimate excused absence, especially planned absences, you must turn in your assignment beforehand. If you are ill and I excuse your absence, we will make mutually reasonable arrangements to complete missed assignments.

I will not accept any work after the last day of class.

Desired Learning Outcomes (not necessarily all inclusive)

To collaborate with your classmates in team projects. (Collaboration) You will be placed on a team and prepare a presentation. Expect to function smoothly, cooperatively and equally on your team.

To learn how to navigate and participate in a partial online learning environment. (Developing Technical/Online Skills) Working in WebCT and other online forums (as needed and assigned) will supplement classroom activities, not replace.

To practice your academic writing skills. (The Process of Writing) All essays will be written in academic format, conforming to MLA format.

To identify your personal writing process. (The Process of Writing) We will discover how you approach the process of writing--are you a plunger or a planner? And, then fine tune your process to get the most out of it.

To apply various rhetorical strategies. (The Process of Writing) You will use narration, description, comparison and contrast, and persuasion to communicate your ideas clearly and succinctly.

To develop skills in critical reading/thinking skills (Developing Critical Thinking Skills) You will question the writing of authors from culturally diverse course materials.

To expand your horizons through diverse reading. (Developing Critical Thinking Skills) The course reading will reflect historically, socially, and culturally relevant issues.

To develop skills in editing, revision and proofing. (The Revision Process) You will be expected to submit multiple drafts, reflecting a process that includes revision and proofing.

To improve upon mechanical skills (The Revision Process) You will be quizzed on grammar and sentence structure.

On Writing:

To learn to write well, you must practice the craft and read broadly. Those two elements are the best teachers – no more than these.

Some assignment details (subject to change)

The first thing you must do is familiarize yourself with WebCT. You will post your journal entries in the Journal Forum on the Course Content page.

• Four essays: I will use grading forms, which you will find on WebCT, to evaluate your essays. These are based on EIU's English Department master rubric and the Electronic Writing Portfolio's rubric. You will also receive a more detailed essay prompt to help guide you in completing a successful essay.

• Journaling - Daily. Go to the Journal Forum located on the main content page for instructions. You must journal daily on **WebCT**. Other students cannot see your entries so do not be shy. I can, however, but will not read them unless you ask. You must make 100 entries (no more than two per day) over the course of the semester to earn the full score of 10 points (i.e., 90 entries = 9 points; 80 = 8 points).. Each entry must be substantial. That means they must be 100 words in length and delve deeply into something other than your daily habits.

"Got up at 10. Brushed teeth. Had cereal. No milk. Had to eat it dry. Yuck" is not a substantial entry.

Entries must concern something that impacts your life or society. Details are important only if they help you understand your thoughts and feelings on a subject.

You could write about relationship problems, what you will do to solve those problems, or on the military operations of the United States. Perhaps you have served as a soldier and are troubled by your experience, or you could write about a loved one or friend who is there. This may seem pointless, but I assure you, it will make you more comfortable with the writing.

• Peer Editing — You will be required to assist your classmates in improving the quality of their essays. Some of these will be ungraded assignments but nonetheless important. You must also participate in classroom discussion and activities.

In-class assignments as necessary. **You are required to participate in classroom discussion.**

Grading

I will calculate your essay grades according to the following scale:

Points earned	Grade earned/ paper
9-10/10 (for essays 1-3) 18-20/20 (for final paper)	A
8-8.9/10 16-17.9/20 (for final paper)	B
7-7.9/10 14-16.9/20 (for final paper)	C
6-6.9/10 12-13.9/20 (for final paper)	D
<5.9 < 11.9 < (for final paper)	F
• Narrative + Descriptive + Compare/Contrast = 30 (10 pts. ea.); + Persuasive/Research = 20. Total Essay Score = 50	

Final Grade Scale

A=90-100; B=80-89; C=70-79. NC=69.9 or less. If you receive a NC (no credit) you must retake the course. You will not receive a midterm unless you're in danger of getting a D or an F (NC). Participation can mean the difference between an A and B.

Other assignments and their scores:

- In-Class exercises (5 points each).
- Peer Editing (5 points each)
- Team Presentation (15 points)
- Journaling (Calculated at end of semester, 10 points possible).

For your convenience, I have provided a table so that you can track your score throughout the semester:

Assignment	Earned/Possible	Grade
Narrative Essay (10 pts.)	/10	
Descriptive Essay (10)	/10	
Comparison/Contrast (10)	/10	
Final: Persuasive/Research (20)	/20	
5 In-class assignments (including Peer Editing) (5 each)	/25	
1 Presentation (15: 10 for summary, 5 for presentation effectiveness)	/15	
100 Journal Entries (Calculated by percentage)	/10	
Total	/100	

** Additional points may be added as needed **

Instructor Policies

• **Attendance:** You can miss two unexcused days without significant penalty, although generally you won't be able to make up in-class assignments.

- If you accumulate four unexcused absences, you will **not** be able to earn an A,
- Miss five and you will **not** be able to earn a B,
- If you miss six you will receive an NC (no credit) for the course.
- No exceptions; **you will fail the course.**

Excused absences mean those necessary for medical illness or injury (accompanied by a doctor's excuse, which I am not required to accept as an excuse) or University-sanctioned events.

Absences for court appearances are not excused under any circumstances.

If you know in advance of the absence, you must submit it beforehand. Assignments can be made up if missed for a valid excuse.

Talk to me ahead of time for any absence, if at all possible.

To pass this course, you must earn a C. Those who earn a D or an F will must retake the course.

Unless you are earning a D or an F, you will not receive a Midterm grade.

- **Tardiness** – Please do not interrupt class with excessive tardiness.

My tardiness: If the occasion arises that I am late for class, **please wait 10 minutes before leaving**. If you leave prior to that, you will be given an unexcused absence. I will make every effort to inform you of my absences.

Other Policies

- | | |
|------------------------|---|
| Introduction | • STUDENTS WHO HAVE A DOCUMENTED DISABILITY AND WISH TO RECEIVE ACADEMIC ACCOMMODATION SHOULD CONTACT THE OFFICE OF DISABILITY SERVICES (581-6583). |
| Additional information | • STUDENTS WHO HAVE AN ACT SCORE IN ENGLISH OF 14 OR BELOW, OR WHO HAVE NO TEST SCORES ON FILE WITH THE UNIVERSITY, MUST PASS ENGLISH 1000 BEFORE ENROLLING IN ENGLISH 1001G. |

Plagiarism

Plagiarism:

•Any teacher who discovers an act of plagiarism — “The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work” (Random House Dictionary of the English Language) — has the right responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

If you commit any of the following, you could be plagiarizing:

- Buying a paper from a paper mill (obviously).
- Asking someone else to write your paper (duh!).
- Using a paper with words, phrases, sentences, or ideas found in a previous student’s work (not always so obvious).
- Summarizing or quoting someone else’s words without giving that person proper credit (tricky).

If you have any question at all about plagiarism, please contact me BEFORE you turn in the paper. Plagiarizing will earn you a failing grade on the paper and perhaps a failing grade in the course, or worse.

Textbooks

- | | |
|-------|--|
| Title | The Allyn & Bacon Guide to Writing 5th ed. |
|-------|--|

Author Ramage

Publisher Pearson Education, Inc.

Edition/Year 5th/2009

Type Required resource

Title The Little, Brown Handbook

Author Fowler, Ramsey H. & Jane E. Aaron

Publisher Pearson

Type Required resource

Title The Contemporary Reader

Author Goshgarian, Gary.

Publisher	Pearson
Edition/Year	9th/2008
Type	Required resource

Schedule

Course Schedule
(subject to change)

Tentative Calendar (Subject to change without notice)

Week	Assigned Reading/Activity <small>(ALL SUBJECT TO CHANGE)</small>	Deliverables
Week 1 – Aug. 22	Read Ch. 1-3 ABGW & "Keep a Journal on What You Read" p. 5 TCR; Movie: <i>Freedom Writers</i> (123 min)	Diagnostic paper (subject TBA) – Due Friday; begin making journal entries from the first day of class..
Week 2 – Aug. 29	Ch. 5-6 ABGW	
Week – 3 Sept. 5 (No class Monday – Labor Day)	*Descriptive papers due for peer editing (graded); follow the directions for "Two Contrasting Descriptions of the Same Place and a Self-Reflection" p. 98 of ABGW.	Peer editing form (Share comments with writer but turn in PE form). FINAL PAPER PROPOSAL: This paper will not be due until the end of the semester, but you must decide on a topic now. To

		aid you in your choice, follow the directions for "Writing Project I" on p. 26 of <i>ABGW</i> . The <i>question</i> you address will become the subject of your final paper. The proposal will be due in two weeks (see below).
Week 4 – Sept. 12	Conferences on second draft of descriptive papers (Required class attendance: Movie: <i>Bowling for Columbine</i> (120 min) [Example of a complex narrative] – First draft scored (graded)	
Week 5 – Sept. 19	Team Narrative Drill; read Ch. 7 & 19 in <i>ABGW</i> & in <i>TCR</i> read "Weight of the World" (77), "The Great TV Debate" (255), "The Men We Carry in Our Minds" (349) and "A's for Everyone" (<i>TCR</i>).	*Descriptive Paper – Final draft due Friday; one page proposal for final persuasive-research paper topic.
Week 6 – Sept. 26	Presentation on the revision process, "Some Tips for Final Revision" (handout); taming the comma, making sentences work, and other issues. Assigned reading from <i>LBHB</i> may be assigned.	
Week 7 – Oct. 3	Team presentations: functions of MS Word. Peer editing <i>**narrative papers</i> (graded). Note: You can click here to download the guidelines for the narrative paper.	Peer editing form of <i>**narrative paper</i> (Share comments with writer but turn in PE form)
Week 8 – Oct. 10 No class Friday: Final Break	Read Ch. 18 <i>ABGW</i> ; Conferences on Narrative Paper – First draft scored (graded)	<i>**Narrative Paper</i> – Final draft due Monday
Week 9 – Oct. 17	Read "The Myth of Media Violence" (240 <i>TCR</i>); the principles of MLA documentation and its importance.	
Week 10 – Oct. 24	Library Week – We will visit the library for direction on research and how to use the library. Review pp. 542-3 <i>ABGW</i> & read "Why Do We Get to Laugh at Fat Guys?" (83), "The Language of Advertising" (146) "Do We Want Mexifornia?" (543) In <i>TCR</i> , and	Draft copy of Works Cited due (graded). This is a preliminary list of sources that will support your thesis of your final paper and may therefore change.

	read Ch. 20-23 ABGW	
Week 11 – Oct. 31	Peer editing of ***Comparison & Contrast essay (graded); read Ch.14 ABGW; review "Comparison/Contrast Move" and its format on pp. 542-3 (ABGW); presentation and explanation of Comparison/Contrast essay prompt.	Peer editing form comparison/contrast paper (Share comments with writer but turn in PE form)
Week 12 – Nov. 7	Conferences (Required class attendance: Movie: <i>An Inconvenient Truth</i> (100 min) [Movie illustrates persuasion] – First draft of Comparison/Contrast essay scored (graded)	
Week 13 – Nov. 14	Workshop: ****Final Persuasive-Research Paper (ungraded); you have already chosen your topic (see me before switching). Follow the directions on pp. 397, "A Classical Argument," review and follow the framework (fig. 14.1) on 398 (ABGW).	***Comparison & Contrast – Final draft due; bring enough copies of your draft final essay to share with each of your team members).
Week 14 – Nov. 21	THANKSGIVING BREAK	NO CLASSES
Week 15 – Nov. 28	Conferences on second draft of ****final paper (graded); read "Global Warming Heats Up" (316) TCR.	
Week 16 – Dec. 5 (Dec. 9 – LAST CLASS DAY)	Optional conferences. Bonus points given if handed in early (Friday, 12/2)	**** Final persuasive research paper due
Week 17 – Dec. 12	FINAL EXAMS	NO FINAL IN THIS CLASS
Key to textbook abbreviations:	ABGW – <i>Allyn & Bacon Guide to Writing</i> TCR – <i>The Contemporary Reader</i>	LOHB – <i>The Little, Brown Handbook</i>

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